

**LEARNING PRINCIPLES REFLECTED IN ENGLISH  
TEACHING LEARNING PROCESS AT MODEL CLASS**

**A Naturalistic Study at SMP N 1 Bodeh Pematang  
in Academic Year of 2014-2015**



**Submitted as Partial Fulfillment of the Requirements  
For the Completion of Graduate Degree in Language Education  
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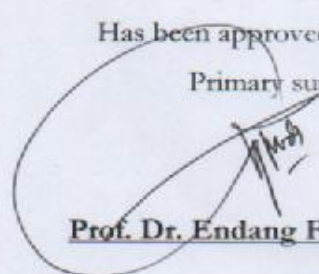
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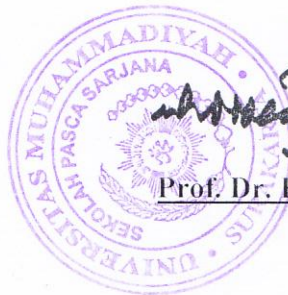
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## LEARNING PRINCIPLES REFLECTED IN ENGLISH TEACHING LEARNING PROCESS AT MODEL CLASS

A Naturalistic Study at SMP N 1 Bodeh Pemalang in Academic Year 2014-2015

### Abstract

This study aimed at analyzing learning principles reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang. The objectives are to describe types of learning principles, to find out the frequency of each type, and the most dominant learning principle. This is a qualitative research using naturalistic approach. The sources of data are teaching learning activities, respondents, and documents. The data were collected through non-participant observation, interview, and documentation. Data validity was checked using triangulation technique. The data analysis was carried out through procedure of data collection, data reduction, data display, and conclusion. The result showed that there are four learning principles namely behaviorism, cognitivism, humanism, and constructivism reflected during English teaching learning process. The frequency of behaviorism principles is 39, 74%, the frequency of cognitivist principles is 19, 23%, the frequency of humanistic principles is 25, 64%, and the frequency of principles of constructivism is 15, 39%. Behaviorism principles is the most dominant learning principles reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang.

**Keywords:** Learning Principle, Teaching Learning Process, Naturalistic Approach

### Abstrak

Penelitian ini bertujuan untuk menganalisa prinsip-prinsip pembelajaran yang tercermin dalam proses belajar mengajar di Kelas Model SMP N 1 Bodeh Pemalang. Tujuannya adalah untuk menggambarkan prinsip-prinsip pembelajaran, mengetahui frekuensi, dan prinsip pembelajaran yang paling dominan. Penelitian ini merupakan penelitian kualitatif dengan pendekatan naturalistik. Sumber data berupa kegiatan pembelajaran, responden, dan dokumen. Teknik pengumpulan data melalui observasi non-partisipatif, wawancara, dan dokumentasi. Validitas data diperiksa menggunakan teknik triangulasi. Analisa data menggunakan prosedur pengumpulan data, data reduksi, penyajian, dan simpulan. Hasil penelitian menunjukkan bahwa ada empat prinsip pembelajaran yang tercermin dalam proses belajar mengajar yaitu *behaviorisme*, *kognitivisme*, *humanisme*, dan *konstruktivisme*. Frekuensi prinsip behaviorism 39, 74%, prinsip kognitivistis 19, 23%, prinsip humanisme 25, 64%, dan konstruktivisme 15, 39%. Prinsip pembelajaran yang paling dominan adalah behaviorisme.

**Kata kunci :** Prinsip Pembelajaran, Proses Belajar-mengajar, Pendekatan naturalistik

## 1. INTRODUCTION

There are several important components of English teaching learning process. One of so many important components is principles of learning. Teachers should

understand principles of learning in conducting teaching learning process. It is beneficial for them to create effective teaching and learning. Teachers' understanding about learning principles could be seen from their ways in conducting teaching learning process.

Theory of learning is a base of teaching learning process. Many theories of learning principles are proposed to improve quality of teaching learning process. The theories are proposed by the expert of education and psychology. There are four theories of language acquisition and language learning namely: Behaviorism, Cognitivism, Humanism, and Constructivism (Fauziati, 2009:15).

Behaviorist theory is originated from Pavlov's experiment which indicates that stimulus and response work together (Fauziati, 2009:16). Brooks (in Fauziati, 2009:18) has defined learning as "a change in performance that occurs under the conditions of practice". The behavioral approach focused on the immediately perceptible aspects of linguistic behavior – the publicly observable responses – and the relationships or associations between those responses and events in the world surrounding them (Brown, 2000: 36). Based on thought above, for behaviorist learning is the result of programmed practiced within association between stimulus and response. In behaviorism, the learner is viewed as physical being that can learn through responding the stimulus. The learner is characterized as being reactive to conditions in the environment as opposed to taking an active role in discovering the environment. Behaviorism focuses on the importance of the consequences of those performances and contends that responses that are followed by reinforcement are more likely to recur in the future. Markle and Skinner (in Fauziati, 2009:19) state that behaviorist theory includes some basic tenets, namely:

Behavior that is positively reinforced will reoccur, intermittent reinforcement is particularly effective.

Information should be presented in small amounts so that response can be reinforced (shaping).

Reinforcements will generalize across similar stimuli (stimulus generalization) producing secondary conditioning.



Cognitive theory views that mind is as an agent in the thinking learning process (Chastain in Fauziati, 2009:34). In other words, learning is a cognitive activity involving the mental processing of information and thoughts (O'Malley & Chamot in Lavasani & Faryadres, 2011:191). American Heritage Dictionary of The English language gives the meaning of cognition as "the mental process by which knowledge is acquired. There are several basic characteristics of cognition: (1) cognition is a process; (2) this process is mental; (3) this process is purposive; (4) by implication, this process is internal; (5) by implication this process is ultimately under the control of the learner, even if one is coerced into learning by external pressure" (Fauziati, 2009:32). Based on the views above, learning for cognitivist is a mental process controlled by learners mind.

Lei (in Khatib. et.al, 2013:45) said that the humanistic approach, on which humanistic education is based, emphasizes the importance of the inner world of the learner and places the individual's thought, feelings, and emotions at the forefront of all human development. Humanistic education views that students as whole-person in which emotions, feelings, and thought are important aspects in their education. It could be stated that humanistic education is a perspective in education concerns about students' needs, motivations, and values of individual learners.

Stevick (in Mehrgan, 2012:185) mentioned human quality on five overlapping components:

*Feelings*, including both personal emotions and esthetic appreciation. This aspect of humanism tends to reject whatever makes people feel bad, or whatever destroys or forbids esthetic enjoyment.

*Social relations*. This side of humanism encourages friendship and cooperation, and opposes whatever tends to reduce them.

*Responsibility*. This aspect accepts the need for public scrutiny, criticism, and correction, and disapproves of whoever or whatever denies their importance.

*Intellect*, including knowledge, reason, and understanding. This aspect fights against whatever interferes with the free exercise of the mind, and is suspicious of anything that cannot be tested intellectually.

*Self-actualization*, the quest for full realization of one's own deepest true qualities. This aspect believes that since conformity leads to enslavement, the pursuit of uniqueness brings about liberation.

Holzer (in Fauziati, 2009:60) states that "the basic idea of constructivism is that knowledge must be constructed by the learner. It can not be supplied by the teacher". Two important notions encompass the simple idea of constructed knowledge. The first is that learners construct new understandings using what they already know. They come to learning situations with knowledge gained from previous experiences. That prior knowledge influences what new or modified knowledge they will construct from the new learning experiences. The second notion is that learning is active rather than passive (Hoover in Mvududu & Thiel-Burgess, 2012:110). Learners negotiate their understanding in light of what they encounter in the new learning situation.

Zarei (2008:283) stated that most scholars agree on the four central characteristics of constructivism which are believed to influence learning as follows:

- Learners' construction of their own learning.

- The dependence of new learning on students' existing understanding

- The critical role of social interaction.

- The necessity of authentic learning tasks for meaningful learning.

The four of learning principles mentioned above are found in English teaching learning process at SMP N 1 Bodeh Pematang especially at Model Class. The researcher carried out the research at SMP N 1 Bodeh Pematang based on the following reasons; (a) this school has excellent program namely "Model Class". The program was started in 2011. This program located in Pematang district is only conducted at SMP N 1 Bodeh Pematang. The goal of this program is preparing the students to enter qualified senior high school; (b) the program is conducted based on students' interest, so the students of Model Class consist of different level of capability, but they are enthusiastic to improve their skill in English by joining this program; (c) the program can improve achievement of students and school in English subject.



Hence, it is researchable to find out the learning principles through English teaching learning process at SMP N 1 Bodeh Pematang. This research is not the first one which analyzes the learning principles. There are some researches about learning principles. There are five previous studies to support this research which were conducted by Raharjo (2011), Shohifah (2013), Ludfiani (2013), Arianto (2012), and Aysin (2012).

Raharjo (2011) that studied the implementation of constructivism theory for e-learning at ASTRI Budi Luhur Jakarta. He concluded that the most suitable learning theory for e-learning was constructivism theory. It emphasized on students' experience to construct their knowledge during learning process. The result also proved that through social negotiation, they can recall their past experience and carried on construction of their knowledge.

Shohifah (2013) that investigated language learning principles during English learning process at Islamic Boarding School Gontor for Girl 3. She concluded *firstly*, there are four major learning principles applied during teaching learning process namely: behaviorism, cognitivism, humanism, and constructivism. *Secondly*, the frequency of behaviorism principles applied during teaching learning process is 50,3%, cognitivism is 30,2%, humanism is 11,6%, and constructivism is 7,9%. *Thirdly*, behaviorism is dominant learning principle applied during teaching learning process.

Ludfiani (2013) that observed the application the application of learning principles for the teaching of English at SMAN 2 Ngawi. She concluded that behaviorism, cognitivism, humanism, and constructivism are learning principles which are applied by English teachers at SMAN 2 Ngawi. The teachers apply certain learning principles using kinds of classroom activities to achieve certain purposes and to meet student's need.

Arianto (2013) that examined the language learning principles reflected in EF's English Threshold 2 Textbook. He concluded that leaning principles of cognitivist, behaviorism, constructivism, and humanism are reflected in English Threshold 2 text book. Cognitivism is the dominant language learning principle (38,3%), then the second dominant is behaviorism (37,5%), constructivism is the

third dominant (12,3%), and the last dominant is humanism (11,3%). The language learning principles becomes the perspective of the book so the teacher can use this textbook as consideration in choosing appropriate English textbook for students.

Aysin (2012) that observed the social behaviors of foreign language teacher at Anatolian high school in Turkey. She concluded that teaching through gestures, making eye contact with students, greeting students at the beginning, leave taking expression at end of lessons, touching their families can build a sincere connection with them. The result showed that the teachers tolerated students' mistakes during the lesson, and they provided comfortable environment in order the students felt free to propose questions.

There are three purposes of the research namely to describe the types of learning principles which are reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang, to find out the frequency of each learning principles which are reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang, and to find out the dominant learning principle which are reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang.

## **2. RESEARCH METHOD**

The research was carried out using naturalistic design. Naturalistic inquiry refers to the process of analyzing social action in uncontrived field settings in which the inquirer does not impose predetermined theories or manipulate the setting (Lincoln & Guba in Tracy, 2013:29).

The research was carried out at SMP N 1 Bodeh Pemalang, focuses on Model Class (class 7.1, class 8.1, and class 9.1) in academic year of 2014-2015. Each of Class 7.1, Class 8.1, and Class 9.1 consisted of 30 students. It started from February until June 2015. The subject of this research is English teachers and students of Model Class. The object of the research was English teaching learning process.

The data of the research was collected through observation, interview, and documentation. The source of the data was event, respondents, and document. The

researcher conducted nonparticipant observation. The researcher visited Model Class, recorded, made some field-notes, and observed activities of English teachers and students during teaching learning process. The observation was conducted to find out the teaching technique that reflected learning principles of behaviorism, cognitivism, humanism, and constructivism. The data from interview was collected from the answers of English teachers and the director of Model Class program during interview. The researcher conducted personal interview to three English teachers to recognize their understanding about learning principles. The documents such as syllabus, lesson plan, and printed materials were also collected to support the data.

The validity of the data was ensured using triangulation technique. The researcher checked and confirmed the consistency among the result of observation, interview, and documentations. The researcher checked the data through comparing the data from observation with data from interview, comparing data from interview with data from observation, and comparing the result of interviews with the data from document. The data were analyzed by the scheme of data collection, data reduction, data display, and conclusion and verification.

### **3. RESULT AND DISCUSSION**

The results of the research were gained through observation, interview, and documentation. The research result discussed based on the theory and previous studies. The result of the research cover the four learning principles namely behaviorism, cognitivism, humanism, and constructivism. Those four learning principles were reflected in English teaching learning process at Model Class at SMP N 1 Bodeh Pematang. The brief description of each theory will be discussed at the follow

#### **3.1 Task Types Reflecting Learning Principles of Behaviorism**

The writer found that behaviorism to be the dominant principle which reflected in English teaching learning process more than another learning principle. This theory believes that learning is process of connection between stimulus and responses. The researcher found several drills based on the behaviorism theories

such as repetition, translation, completion, and reading aloud. The description of those drills as follow:

Repetition is the students repeating the utterances aloud as soon as they heard. It means responding what the teacher said in the form of instruction. The teacher pronounced words at the first, and then asked the students to pronounce words one by one loudly. They sometimes asked certain student to pronounce words. They gave corrective feedback for their pronunciation to ensure right pronunciation. Afterwards, the teachers asked them to repeat again. These activities conducted repeatedly to save it carefully in their mind. Repetition activities accompanied by corrective feedback affected the accuracy and fluency in different degrees. The repetition classified into two kinds. First, repetition based on the teacher said by repeating teacher's pronunciation more than one time till they could repeat well and save it in their mind carefully. Second, repetition based on the teacher's model in which the students asked to write down the material on their books.

The researcher found two kinds of translation drill namely (1) translation from students' mother tongue into the target language, and (2) translation from the target language into students' mother tongue. The translation is beneficial to facilitate the students in catching the meaning and understanding the materials. Translation is beneficial to invite and to participate in discussion during teaching learning process. It can help students comprehend L2. It also help them to check their comprehension. It can help students develop and express ideas in another language.

The teacher gave several pictures. The students are expected to complete the sentences based on the given pictures. The completion activities conducted to facilitate them in constructing the meaning of the sentences.

The teacher read aloud at first as the example then asked students to read aloud too. The corrective feedbacks were given when she found error pronunciation. Reading aloud is beneficial to help students construct the meaning easily and imitating how to produce sound and to read the text well. She conducted reading aloud to improve students' speaking skill in which pronunciation is one aspect of speaking skill.

The all drills found in the research showed the thought that learning is process of association between response and stimuli. The table below is the examples of teacher's tasks reflect behaviorism.

Table 1: Task Types Reflecting Learning Principles of Behaviorism

No.	Task Types	Examples
1.	<b>Repetition Drill</b>	
	Repetition based on what teacher says	Repeat after me!
	Repetition based on teacher's model	Write down on your book!
2.	<b>Reading Aloud</b>	Who wants to read the story in front of class?
3.	<b>Translation Drill</b>	
	Translation from students' mother tongue into the target language	<i>Bahasa Inggrisnya bagaimana?</i>
	Translation from the target language into students' mother tongue	What is the meaning of?
4.	<b>Completion drill</b>	<i>Berdasarkan gambar, complete the following sentences!</i>

### 3.2 Task Types Reflecting Learning Principles of Cognitivism

The writer found that the principles of cognitivist were reflected in four ways as follow: *firstly*, teacher's instructions which lead students to think what they have known. It was proven when the teacher questioned students based on the material they have already known. The questions were given to check their mastery. The activities showed the mental activity of the students. *Secondly*, teachers' instructions which lead students to build what they have already known. The teacher asked them to make sentences based on the given words.. *Thirdly*, deductive procedure. A deductive approach starts with the presentation of a rule and followed by examples in which the rule is applied. The teacher delivered rules

at first then followed by examples. Deductive procedure requires the students to think, to organize the knowledge. This procedure used because it is more simply, quickly explained and allow more time for practice and application. Deductive approach base on the thought that learning process will occur well if the students know the problem and basic concept. It requires the teacher to be more active than the students in teaching learning process. *Fourthly*, inductive procedure. Inductive approach starts with some examples from which a rule is inferred. The teacher delivered the examples or certain cases at the first, and then led the students to build concept. This procedure is beneficial for students to build thinking capability through observation, comparison, and generalization. It requires students to be more active in teaching learning process.

The all tasks and activities found in the research showed that principles of cognitivism reflected during teaching learning process. The examples of teacher's tasks reflect cognitive principles as table below.

Table 2: Task Types Reflecting Learning Principles of Cognitivism

No.	Task Types	Examples
1.	Teacher tasks which lead students to think what they haveknown	Why using was?
2.	Teachers' instruction which lead students to build what the students already known	I will give you an adjective, and then you change into the form of comparison and superlative degree!
3.	Deductive procedures	Find narrative text, then analyze it!
4.	Inductive procedures	Which one is the tallest in the class?

### 3.3 Task Types Reflecting Learning Principles of Humanism

In a humanist classroom, students are emotionally involved in learning; they are encouraged to reflect on how learning happens, and their creativity is fostered. The role of teacher in humanistic learning is as facilitator who provides motivation and awareness of the meaning of learning in students' lives.

The writer found that the principle of humanism reflected in the following tasks or instruction namely: (1) tasks which lead students to be actively involved in the learning process. This principle found when the teacher asked the students to answer the question or to perform at the front of classroom. (2) Tasks which lead students to take responsibility for their own learning. This principle could be known when the teacher asked the volunteer of the group to respond teacher instruction. (3) Tasks which lead students to build social relation. This principle was found when the teacher asked them to make a group and to share their works. (4) Tasks which lead students to build self-actualization. Principle of self-actualization could be known when the teacher asked them to perform at the front of class. (5) Tasks which appreciate students' feelings. This principle could be known when the teacher accepted their opinion, thought during discussion. The following is the examples of teacher's tasks reflecting humanistic principles.

#### **3.4 Task Types Reflecting Learning Principles of Constructivism**

The writer found that the principle of constructivism reflected in the following instruction: (1) the tasks which reflect principles of learning is a social interaction. This tenet could be known when the teacher conducted teaching learning process by dividing students into group works or asking them to involve each other. The teacher divided them into groups in order that they can associate with others such as peers and teacher. (2) The tasks which reflect principles of learning based on prior knowledge. The teacher gave problem to be solved based on their prior understanding. (3) The tasks which reflect principle of scaffolding. The teacher guided the students to construct theory about degree of comparison based students prior. The table below is the examples of teacher's tasks reflecting constructivist learning.

#### **4. CONCLUSION**

Based on the result and discussion of this research, the writer concludes three main important focuses of the research, as follow:

*First*, the task types that the teacher used in English teaching learning process reflected learning principles namely behaviorism, cognitivism, humanism, and



constructivism. The tasks reflected principles of behaviorism namely repetition, reading aloud, translation, and completion. The second dominant is humanistic principles. There are five tasks or instruction which reflect humanistic principles such as: (1) tasks which lead students to be actively involved in the learning process, (2) tasks which lead students to take responsibility for their own learning, (3) tasks which lead students to build social relation, (4) tasks which lead students to build self-actualization, and (5) tasks which appreciate students feelings. The task types reflected principles of cognitivism such as (1) teacher tasks which lead students to think what they have known, (2) teachers' instruction which lead students to build what the students already known, (3) deductive procedures, and (4) inductive procedures. The task types reflect constructivism principles such as (1) the tasks which reflect principles of learning is a social activity, (2) the tasks which reflect principles of learning is an active process

*Second*, the writer found that the frequency of each learning principles which reflected on English teaching learning process. Total number of tasks or instruction is 78. The frequency of behaviorism principles is 39,74%,. The frequency of cognitivist principles is 19, 23%. The frequency of humanistic principles is 25,64%. The frequency of principles of constructivism is 15,39%. So the most frequent learning principles which reflected on English teaching learning process is behaviorism principles (39,74%). The frequency of each learning principles which reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pematang could be seen on the table below.

*Third*, based on the result of data analysis of frequency of each learning principles, it could be seen that the most frequent learning principles reflected on English teaching learning process is behaviorism principle in which the percentage is 39,74% of task types reflected in behaviorism principles . It means that the most dominant task type of learning principles reflected on English teaching learning process in Model Class of SMP N 1 Bodeh Pematang is behaviorism principles.

Behaviorism became the first dominant learning principle which reflected during teaching learning process since behaviorism became influential theories for

decades. The writer found that the teachers still believe that giving stimuli to the students will appear their responses. The connection between stimuli and the response is the effective learning process. Learning occurs in changing of behavior under the condition of practices or drills.

The writer found that teaching learning process at Model Class was still conducted on traditional approach. It could be known from the domination of behaviorism during teaching learning process. The teachers still become the single learning resource, so teaching learning processes place students as the receiver of knowledge. They did not pay attention to students' differences and cultural background.

Nowadays learning viewed as the process of self-regulation and building of conceptual structures through reflection and abstraction. The learners are required to participate and discuss in class and trained to build creative thinking, problem solving abilities, and self-confidence. This participation invites students to ask question, independent thought, and interaction between students. The teacher should develop the material based on the students' need and conduct more interactive teaching learning activities in order the students need learn how to learn.

New curriculum in Indonesia today called 2013 curriculum. It requires the teachers to develop down to earth learning activities relevant to the learners' need, based on actual condition of the school, and the necessity to link it to the environment. The teachers are required to maintain in a joyful, interactive, inspiring, pleasure, and motivating learners to actively participative. The goals of this learning paradigm are to develop the students' attitudes, knowledge, and skill that are elaborated in each education unit. The attitudes are acquired through activities such as receiving, conducting, appreciating, understanding, and practicing. The knowledge is gained through activities such as remembering, understanding, applying, analyzing, evaluating, and creating. The skills are acquired through activities such as observing, asking, trying, reasoning, serving, and creating.

Based on the results, the writer proposed some suggestions to the English teachers. The teacher should move from traditional paradigm of teaching learning process to the scientific approach. To apply the principles of scientific approach they can do several efforts such as: (1) moving from students as receiver of knowledge to the searcher for it; (2) moving from learning which emphasizes verbal skills tradition towards learning which stresses on applicative skills; (3) expanding the creativity of the students in the learning process; (4) moving from partial learning towards an integrated learning; (5) recognition of the difference of individuals and the culture background of the students.

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